DOCUMENT RESUME

ED 033 131 TE 001 562

English Language Arts, Grades 7-12: Reading, Composition, Language, Literature.
Hawaii State Dept. of Education, Honolulu.
Pub Date 68
Note-56p.
EDRS Price MF-$0.25 HC-$2.90
Descriptors-Composition Skills (Literary), *Curriculum Guides, Developmental Reading, *English Instruction, Language, *Language Arts, Language Skills, Literature, *Secondary Education, State Curriculum Guides, Student Motivation, Teaching Methods

Focusing on literature, language, and composition as related components of the total literature-centered English program, this curriculum guide emphasizes the skills of reading, listening, speaking, and writing. Each of the four sections--developmental reading, composition, language, and literature--provides guide points or discussion on five factors: (1) teacher understandings about the assumptions and curriculum of the subject, (2) concepts for the teacher, (3) the goals of the subject, (4) the objectives for the student, and (5) the scope of the subject over a 6-year period. (JM)

ED0 331131

ENGLISH LANGUAGE ARTS

GRADES 7-12

TE 001 562

Office of Instructional Services

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STATE OF HAWAII

1968

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ENGLISH LANGUAGE ARTS

GRADES 7-12

READING, COMPOSITION, LANGUAGE, LITERATURE

DEPARTMENT OF EDUCATION
Office of Instructional Services
General Education Branch
State of Hawaii

1968

ENGLISH LANGUAGE ARTS - GRADES 7-12

Please make the following corrections in your copy:

Page		Correction
iv		4th line from bottom, change discouraged to encouraged
v		TO THE TEACHER--change iii to iv
14		Line 1--add s to understanding
"	Item 1	Underline all the resources
	" 3	Underline at his own rate
"	" 4	Underline act of communication
"	" 5	Underline writing is a response
"	" 6	Underline specific directions and specific goals
16	Item 16	Underline Style is the result of the interplay
17	Item 3, indented part	Change do to does
28	Left side 1st sentence	Underline By the end of the ninth grade year, a student should be able to:
28	Right side, second half of page, add and underline: For Grades 10-12:	
31	Item 1	Underline broad and general scope
32	Item 13	Underline carefully planned use of various media
42	Line 3	Change Art to Act

FOREWORD

This document attempts to bring together many practices now going on in our classrooms and the direction Hawaii schools should be moving toward in secondary English Language Arts.

It is a response to the many requests for a more definitive outline for school programs which is in tune with developments across the country.

by Ralph H. Kiyosaki
Superintendent of Education

for C. Richard MacNair
Assistant Superintendent for
Instructional Services

ACKNOWLEDGMENT

This broad framework for the Hawaii State Secondary Language Arts program was made possible through the combined efforts of numerous people over a period of one and a half years.

Districts: Many classroom teachers, secondary department chairmen, District curriculum specialists and Language Arts resource teachers on all islands have been generous with their time and comments.

University Consultants: Providing many hours of devoted, interested assistance were University faculty people who helped only for the satisfaction of assisting in providing a curriculum for our public schools:

San Francisco State College:	Dr. Dorothy Petitt
University of Hawaii:	Mrs. Julie Alm
	Dr. Richard S. Alm
	Dr. Ruth Crymes
	Dr. Richard Larson

Hawaii Curriculum Center: Mrs. Mary Tanouye, Mr. Stanley Koki, Dr. Donald Sanborne.

We are particularly indebted to a group of teachers who participated in many intensive evaluation sessions during the weekends to discuss a series of drafts. Their keen insight and their ability to see the broad plan for future implementation have provided us with inspiration and a reaffirmation of our faith in English teachers in Hawaii.

Members of the committee were:

Honolulu District:	Mrs. Doris Ching, Kawananakoa Inter.
	Mr. James Kaiona, Kalani High
Leeward District:	Miss Ethel Muratsuka, Waipahu High
	Mrs. Jeanne Shida, Leeward District Office (on sabbatical leave)

Central District: Mrs. Nohea Chang, Moanalua Inter.

Windward District: Mrs. Helen Iwamoto, Castle High
Mr. Carroll W. Stevens, Kailua High

We are grateful for their services, their encouragement, and their kind words.

Shizuko Ouchi

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TO THE TEACHER

What follows is a broad, conceptual framework which will provide you and your school with guidelines in developing a guide for your own school, with the particular needs of your own students in mind. Such a guide will delineate for your own school specific objectives, teaching methods, instructional materials, supplementary materials, specific activities, and resource plans which the State Guide does not provide.

While the components of the English Language Arts program have been described individually, it is expected that teaching of these be almost completely integrated, especially that writing and independent reading (of the literature) activities be important considerations of any literature study.

This document has made no effort to indicate any differentiation of instruction for differing ability levels. This is left to the teacher who knows his students and the situation best.

This document, furthermore, has made no attempt to make specific distinctions for grades. Instruction which best raises pupil performance can be provided in a multitude of organizational patterns. Because of the very nature of the English Language Arts, it no longer seems necessary to observe distinct grade level considerations in the classroom, or rigid scheduling of periods by prescribing lengths of class time. Any scheduling plan which would release students from needless and meaningless repetition, non-challenging activities, and use of inappropriate material is to be discouraged.

Within the framework described herein, it is expected that each teacher feel obligated to be as creative and positive in his teaching as possible.

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ENGLISH LANGUAGE ARTS IN GRADES 7-12

POINT OF VIEW

English is the study of literature, composition, and language, and the development of language arts skills of listening, speaking, reading, and writing. Such study should adjust to individual and societal needs and changes, recognizing at all times the primacies of critical thinking and problem solving, the development of moral and ethical values, and the nurturing of students' imaginations.

The assumption is always that the student is an active participant in the learning process and that the curriculum be constructed and adjusted for him.

The curriculum in secondary English (grades 7-12) in Hawaii accommodates the above definition by recognizing recent re-emphasis on literature and language as scholarly disciplines, and composition, (both oral and written) as a process designed to meet certain requirements of rhetoric and skills. The three are components of a total program to be integrated and taught as elements within the whole, and not as separate entities. Pervading each component at every level and at all times are the language arts skills of reading, listening, speaking, and writing, these skills to be taught sequentially and developmentally whenever possible. A state-wide program in the reading skills, to be approached in all subject areas for students at all levels, will be encouraged and assistance provided as needed.

Because of the diversity and scope of communication provided by the discipline of literature from generation to generation and person to person, and because of the preoccupation of the individual's search for identity in the universe which results in determinations of judgments and values, the English program is a literature-centered one.

Instructional emphases will be focussed at all times on the development of proficiency in the use of language, both oral and written; such proficiency leads to desired educational performance.

Hawaii's children are able to handle work of significant content and maturity. Work commensurate with their ability, and work which will stretch their minds and imaginations to produce "a free, reasoning person who can make up his own mind, who will understand his cultural

tradition, and who can live compassionately with his fellowmen"[1] will be the objective for all areas.

The recently revised (May, 1967) State Secondary Language Arts Approved Book List specifically supports and advances stated emphases in the English program with selections of books designed to implement the curriculum. Within the framework of this document and school/ teacher established objectives, appropriate selections for student use can be made. Because the rate of obsolescence for books, particularly in Language, is understandably rapid at the moment, books in this area will undergo careful evaluation at frequent intervals.

A Brunerian admonition is that the "first and most obvious problem is how to construct curricula that can be taught by ordinary teachers to ordinary students and that at the same time reflect clearly the basic or underlying principles of various fields of inquiry."

The hope is that this Guide will lift students and teachers from the ordinary and direct them toward the performance and achievement each is capable of.

---

[1] Edward J. Gordon, "Conflicting Values in the Secondary School," Revolution in Teaching. (New York: Bantam Books, 1964).

GENERAL CONCEPTS FOR ENGLISH LANGUAGE ARTS

Grades 7-12

1. The intellectual development of our children, with accompanying language competency, is the basis for determining the school curriculum.

   Curriculum is primarily a matter of "what." "When" and "how" are determined after the "what" has been agreed upon. Acquiring skills and knowledge for living in a particular society will be among priority objectives.

2. English is primarily an academic discipline, a content subject, learned through developing language arts skills.

   The instruction process recognizes the combination of the content and process of the discipline with understanding of the pupil, the learning process, and appropriate teaching methods.

3. The intelligent reader is an independent learner and thinker.

   The pupil who has learned appropriate reading skills can respond to the pressure of selecting from an abundance of reading material easily available at attractive prices. He can chart his reading program (in and out of school) to provide the background for independent learning and thinking and pursue a reading program in his adult life.

4. Skills and knowledge useful for living in a society are gained through reading, writing, and an understanding of language.

   All components of the English Language Arts, by inter-related activities, should concentrate in producing these learnings.

5. Each student needs a balanced program in the English Language Arts.

   This balance is determined by his capabilities, needs and interests, the demands of his various environments, and his plans for living in an adult world.

DEVELOPMENTAL READING

READING

POINT OF VIEW

The student who spends years in school without learning to read is an unfortunate person. His vista in life is limited because, in spite of major advances in visual technology, our culture remains a reading culture. More than anything else, the responsibility of the school is to provide continuous and systematic instruction in reading which will equip the learner with a major means of obtaining knowledge and making new knowledge. Such an instructional program rests on a broad base of theories, practices, and methodologies derived from such contributing fields as psychology, linguistics, language-learning, reading, and subject disciplines.

Reading should not be regarded as a separate subject, but rather as the means of learning the vocabulary, basic ideas, and cognitive processes particular to the various subject areas in the curriculum. Instruction in reading should be determined by (a) the goals of the subject, (b) the needs of the learner (academic, motivational, developmental), and (c) the language and literature of the subject.

On the secondary level where the limits of the various subjects are fairly rigidly defined through existing organizational patterns, and the reading demands are greater, the understanding that reading is developed in and through the subject areas becomes critical. By virtue of the fact that the English curriculum includes the study of language as content and means, the English teacher assumes the major responsibility of teaching reading on the secondary level, at this time.

TEACHER UNDERSTANDINGS

Assumptions:

1. Reading with understanding is the combined outcome of many skills, techniques, and materials learned by the student. The teacher needs to interest and motivate the student with good pedagogy.
2. The reading process generally follows this sequence: word perception, comprehension of ideas, critical evaluation, integration.
3. The context clue, or an intelligent guess of the meaning of a word, is the most widely used recognition skill by good readers.
4. Certain abilities such as visual perception, discrimination, and memory are required from intake to output (seeing a printed page to making verbal or motor responses to seeing it) in the reading process.
5. There exists a high correlation between dropouts and their reading disabilities. This results also in an inter-relationship between literacy and morale. The causes of failure or a student's inability to read should be clearly understood by the teacher.
6. The need for differentiated instruction in reading is likely to become progressively greater as a student moves into the upper grades: the reading gap between his ability and performance becomes wider.
7. It is possible for a student whose general achievement is high to be a retarded reader.

8. The underachiever can become a normal achiever if certain learning blocks are overcome.
9. There is no single recommended rate of reading for any content area; speed in reading has meaning only when the student can adjust it to purpose and material.

Curriculum:

1. Each school must tailor its reading program in terms of specific needs and abilities of students and the preparation, competency, and interest of the teacher.
2. The minimum performance level of reading is to derive stated facts; reading beyond this level helps the student in his school work.
3. While the English or reading teacher may assume the major responsibility for developing general reading skills needed by students, the subject matter teacher best teaches the special skills required for reading in his class.
4. The responsibility of the secondary teacher is to develop an independent reader who is conscious of the fact that he must be able to read in order to learn. His needs depend on his environment, earlier training, and plans for adult living.
5. Study skills which contribute to success in school work include selection and evaluation of important ideas and related details; location and organization of information; remembrances; following directions; and certain other specialized skills such as map, chart, and graph reading; skimming and scanning; unlocking new or unfamiliar words.

6. Only one skill, but increasing in difficulty, should be taught in a lesson. The mastery of reading skills should be an accumulation of skills learned in sequence.
7. Comprehension includes literal understanding of ideas clearly stated in the text, and the interpretation of these ideas, drawing conclusions, and organizing ideas.
8. Students require comprehension at all levels, with increasing stress in interpretation and critical reading and thinking as they improve in reading skills.
9. Vocabulary development should be taught within the content setting rather than in isolation from a list.

Classroom Setting:

1. The best setting for reading instruction is the regular classroom with familiar surroundings, provided with a wide variety of materials readily accessible for self-selection. However, students with identified reading disabilities should be provided individual or small group instruction in special rooms with selected materials, equipment, and an understanding, qualified teacher.

CONCEPTS FOR THE TEACHER

1. Reading is a complex of skills which is used to derive meaning from written symbols.

   These skills, learned sequentially, contribute to the general classroom performance of the student.

2. Reading is a continuous growth process; the final test of successful reading instruction is not in the classroom but in the adult world.

   Every student should be guaranteed the opportunity to make this continuous progress in each of the many phases of reading, on increasingly difficult levels.

3. Most learning is based on reading, and much of learning in school depends on reading.

   It is therefore important that each student develop proficiency in reading to meet his immediate and long-range needs and interests.

4. The reading program must provide instruction for the student according to his growth and development.

   Individualized instruction in reading, therefore, is more critically needed than in any other activity. Teachers in subject areas must also understand that their material be selected with the student's reading ability as a criterion.

5. Reading skills, habits, and attitudes are best developed and reinforced when the student recognizes that these contribute to comprehension of the content intended for immediate use.

   The student is best motivated when he sees each activity as having a definite purpose. Reinforcement at such times will make learning or the acquisition of these skills more lasting.

6. The mastery of reading skills helps the student advance into a program of reading in the subject areas.

   The reading program is not synonymous with the literature program. Each has its own distinctive characteristics and objectives, but the success of a literature program can depend on a strong reading program.

GOALS

The goal of the Reading Program in the secondary school is to provide instruction in reading skills for each student so that he can be successful in all his subjects in school, commensurate with his ability.

The reading program should further equip the student to continue to read widely, wisely, and well in his adult life, for information and pleasure.

OBJECTIVES FOR THE STUDENT

1. Attain the reading level he is capable of so that he can become an independent learner at varying levels of difficulty.

2. Comprehend information through certain skills development:

   extending vocabulary
   finding answers to specific questions
   reading in thought units
   selecting main idea
   noting and recalling detail
   following directions
   remembering and evaluating what is read.

3. Read printed material effectively by:

   locating and using source materials: parts of a book, card catalogue file, Reader's Guide and current resources (newspapers, pamphlets, magazines)
   organizing and recording ideas from reading in sequence and logical order.

4. Develop, reinforce, and extend reading and study skills needed in working with all forms of printed material, including the daily newspaper.

5. Adjust reading rate to purpose and material.

SCOPE

Grades 7, 8, 9

WORD RECOGNITION SKILLS such as:

Use of phonic clues
Context clues
Structural analysis
Dictionary

LOCATIONAL AND REFERENCE SKILLS such as:

Use of library procedures
Use of reference materials
Application of research techniques

COMPREHENSION SKILLS such as:

Literal understanding
Interpretation of ideas

STUDY SKILLS such as:

Adjusting rate to purpose and material
Note taking
Summarizing
Following directions

APPRECIATION SKILLS such as:

Development of taste
Interest in a wide range of material

CRITICAL ANALYSIS SKILLS such as:

Checking accuracy
Recognizing propaganda techniques
Evaluating content
Noting use of biases to achieve certain purposes
Making critical selections of reading matter

Grades 10, 11, 12

In schools providing instruction in Developmental Reading in these grades, materials of increasing difficulty and maturity will be used to reinforce and expand skills.

COMPOSITION

TEACHER UNDERSTANDINGS

Certain basic understanding on the part of the teacher are necessary to a purposeful program in secondary composition:

1. Learning to write is hard work. All the resources--intellectual, emotional, psychological, pedagogical--available to the teacher and cultivated by him must be put at the disposal of the student who needs to master the skill and art of writing to meet his current and future needs.

2. A student needs help before, during, and after his writing experience, especially help during the time he is in class. To provide this help, most writing should be done in class.

3. Each student improves in his writing at his own rate; he needs a developmental program in writing.

4. A student must be helped to see that each writing activity is a genuine act of communication between him and a specific audience.

5. Thinking, reading, and writing are activities which complement each other; most writing is a response which has origins in reading.

6. In the early secondary grades, best results are attained through short and frequent writing activities with specific directions from the teacher and specific goals for the activity.

7. Not all compositions need to be read, evaluated and graded by the teacher, but those which are evaluated should be given time and care. The student should receive specific help for revision and improvement. When annotations are carefully made, a letter grade should not always be considered necessary.
8. In reading and grading a paper, a teacher should place minimal emphasis on conventions and give maximum emphasis on the desired communication.
9. In order to teach writing well, the teacher himself must participate in disciplined writing frequently.
10. Exposure to good writing will provide the student with an understanding and appreciation for the qualities which consitute such writing.
11. Good writing is a skill which can be learned through frequent, planned practice.
12. A good writer regards writing as a craft in which subject, structure, and style are planned to achieve desired results with a particular audience.
13. Imaginative writing should be encouraged at all grade levels.
14. The first sentence of a paragraph establishes a commitment with the reader which the writer must honor.
15. Some evidence of improvement provides motivation for the student. Writing activities should progress from those where students use skills with ease and success to those which are more difficult.

16. Style is the result of the interplay of the personality of the writer, his ideas on a particular subject, his understanding of his audience, and manipulation of language.

CONCEPTS FOR THE TEACHER

1. Composing is the selecting and ordering of oral and written language which is clear, orderly, and effective for purposes of communication.

   The resources of grammar, usage, mechanics, and diction are brought into appropriate use.

2. All writing is creative in the sense that it emerges as a first-time product from the writer.

   Imaginative writing which is the expression of a student's particular need for communication continues to be a part of the composition program, in addition to discursive writing.

3. Thinking, reading, discussion, and writing are activities which complement each other.

   Each of these activities do not operate in isolation, each affects the others, or results from the other.

4. Writing well is a skill which can be learned through frequent, planned occasions for writing.

   Productive writing showing evidence of growth results from careful preparation by both teacher and pupil with objectives for each writing activity clearly understood by both parties.

GOALS

The goal of the Composition Program is to provide instruction for the student so that he can produce writing which is a response to significant problems in the study of literature, language, or other well-defined subjects. Such writing should reveal precise reasoning and/or imaginative rendering in language that observes the conventions of the particular type of writing and which has a tone and style appropriate to audience, purpose, and occasion.

TEACHING OBJECTIVES

Provide opportunities for the student:

1. To define, analyze, and record a variety of experiences of significance to him,

2. To gain an understanding of the problem faced and the processes to be employed in achieving clear communication with his fellow men,

3. To make wise choices of subject matter, employ data effectively in reaching conclusions, decide upon effective strategies for arranging his ideas, and express these ideas with clarity, force, and grace,

4. To identify for writing a subject which has origin in imagination and which serves to project his ideas in a non-discursive manner.

SCOPE

The following emphases should be learned by the student. The English department and teachers should decide at what time certain emphases might be properly taught. Target emphases should be identified for each writing assignment, accumulating as they are mastered to accommodate new ones.

By the end of the ninth grade, a student should be able to:

SENTENCES

Convey effectively and with clarity a major idea.
Arrange parts of sentences (clauses, phrases) which are free of ambiguity.
Control length of sentences in relation to purpose and audience.
Demonstrate variety in length and structure.
Use sentence structure which achieves point most concisely.

PARAGRAPHS

Make a commitment in his introductory sentence.
Pursue a single major idea throughout.
Maintain a consistent point of view toward his subject matter.
Arrange material within the paragraph for desired emphasis.
Make a logical concluding sentence, if necessary.

VOICE AND TONE

Be consistent in tone.
Be consistent to his subject, audience, purpose, and initial commitment.
Write with freshness and distinctive individuality.

By the end of the twelfth grade, a student should be able to:

SENTENCES

Continue and expand, using subject matter of increasing difficulty and maturity.

Continue

Continue
Continue

PARAGRAPHS

Continue
Continue
In addition, use appropriate transitions.

Continue

Continue

VOICE AND TONE

Be consistent in tone or change for a purpose.
Continue

Continue

DICTION

Be precise in selection of words.
Select and use words which are vivid and free of clichés, jargon.
Use idioms correctly.
Observe standard usage.
Be economical in use of words.

SUBJECT MATTER

Select a subject which has interest and significance, and is appropriate for the intended audience.
Write on a stated purpose.
Limit his subject in relation to desired length.
Delimit a subject if the assignment was (of a) broad (nature).
Select details or data to support the subject or main assertion.
Prepare adequate material for purpose of the writing.

RHETORIC OF THE COMPOSITION

Provide adequate introduction to his subject.
Develop in the body what the introduction committed.
Can divide subject into appropriate parts while retaining coherence.
Plan an organization for the paper.
Use appropriate procedure(s) in writing:

definitions	comparison and contrast
descriptions	
illustrations	anecdotes

DICTION

Continue
Continue

Continue
Continue
Continue
Use metaphoric language with understanding.
Use denotation and connotation.
Use in appropriate situations:

Concrete versus abstract
General versus specific
Non-sensory versus sensory
Emotional versus intellectual.

SUBJECT MATTER

As needed

As needed

As needed

RHETORIC OF THE COMPOSITION

Continue
Continue
Continue

Continue
Continue and expand, using subject matter of increasing maturity and difficulty.

LANGUAGE

TEACHER UNDERSTANDINGS

1. Language, with its use of symbols, is a distinguishing feature of human activity. Man can manipulate and change language to fit the situation and occasion.
2. Elements of pitch, stress, and juncture are part of the sound system of a language which help to convey meaning.
3. Standard English is the prestige dialect (of a community) used for effective communication where language is used with precision and accuracy, and the resources of grammar fully exploited.
4. Standard dialects of English probably vary more in their sound system (pronunciation, stress, rhythm) and vocabulary than in their grammar.
5. In general, people are more tolerant of variations in the sound system than of variations in grammar. Attention should be focussed on those deviations, particularly in grammar, which mark the speaker as "uneducated." Other variations should be recognized as acceptable alternatives within the sound dialect.
6. Usage in oral language is more flexible than usage in writing and is determined by situation: formal or informal.
7. The study of a grammar should be concentrated in grades 7, 8, 9.
8. The study of transformational grammar can develop a conscious understanding of what a speaker unconsciously knows (deep structure) about

his language. It is possible that directed practice in sentence combining will help the student in his writing.

9. The kernel sentence is simple, declarative, and active. It is irreducible. Most sentences are non-kernel.

10. As students mature, there is a developmental trend in their exploitation of the resources of grammar.

11. Mechanics can be taught systematically and economically by the end of the ninth grade. After that, they should be taught only as needed, and necessary drill provided for particular skills.

CONCEPTS FOR THE TEACHER

1. Language is a linguistic code to which meaning has been attached by common agreement.

   Language is exclusively a human activity. Variations may result from time, geographical and social separation.

2. Standard English is that form of English "used by educated people when carrying on their affairs publicly."[1]

   A major objective of the school is to teach the student the standard dialect as an adjunct to his native dialect if his dialect is not standard, and if it is standard, to help him to its fullest use.

3. A language is a set of dialects. A particular dialect serves a particular speech community and does not necessarily reflect a person's educational background.

   Everyone speaks a dialect. The standard speakers speak a standard dialect, non-standard speakers a non-standard dialect.

4. The study of the internal history and development of the English language acquaints the student with the nature of language change. The study of its external history shows him the correlations between language and culture.

   Although language is a changing and growing vehicle of communication, change is so gradual that much of it is not noticeable.

5. A person's experience and background determine much of the meaning he derives from his listening and reading and the meaning he attributes to his own speaking and writing.

   Semantics helps develop understanding through connotation, levels of usage, nuances.

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[1] Herbert J. Muller, The Uses of English, New York: Holt, Rinehart, and Winston, Inc., 1967.

6. Conventions of language such as usage, spelling and dictionary skills constitute part of language study and should be taught in relation to the reading and writing program.

   Instruction time and emphases should be commensurate with their relative importance in the total program. Most of these conventions and skills should be mastered by the end of the ninth grade.

7. The dictionary is primarily a descriptive document which reflects commonly understood and used meanings, usage, pronunciation, spelling, origins.

   The dictionary does not prescribe correctness. Various parts of the dictionary providing other kinds of information are equally important.

8. Speakers and writers "know" more about a sentence than its surface structure indicates.

   An understanding of deep structure may contribute to appreciation of the craft of writing.

GOAL

The goal of the Language program is to discover and learn how the English language is used and how its parts fit together in a clear, economical, and interesting way to provide effective communication.

OBJECTIVES FOR THE STUDENT

W. Nelson Francis, eminent language expert, proposes that study of Language provide the student with:

1. Information about the nature of Language, its place in human history and culture, its relation to the formulation and communication of ideas and to the expression of artistic and philosophic insight and perceptions,

2. Information about one's own language--its structure, its vocabulary, its history, its variety, and its present important position in world affairs,

3. A wholesome respect for his language, manifesting itself in a more sensitive, careful, and accurate use in both writing and speech.[2]

---

[2] W. Nelson Francis, "The Study of Language in English Teaching," Needed Research in the Teaching of English. U. S. Office of Education, Washington: Department of Health, Education, and Welfare, 1963. Mr. Francis speaks for structural linguistics, but his objectives are apropos of the transformational grammar program also.

SCOPE

By the end of the ninth grade year, a student should be able to:

WORD STUDY

Analyze words from roots, prefixes, suffixes.

Understand denotation and connotation.

Know certain synonyms and antonyms.

Understand levels of meaning.

Develop own vocabulary from reading and listening.

USAGE

Know commonly accepted forms and can distinguish between frequently confused words.

Know contractions and possessives.

Use correct agreement.

LANGUAGE STUDY

Produce and understand sentences he has never heard before.

Make a sentence longer.

Recognize grammatically ambiguous sentences.

Recognize and use grammatical paraphrases.

Use a limited number of distinctive sounds (phonemes) in its spoken form and a limited number of written symbols (graphemes) in its written form.

WORD STUDY: Expand--increasing difficulty

USAGE: As needed

LANGUAGE STUDY

Semantics

Mass Media and Communication

History of the English Language

- From non-English origins
- From local dialects

Levels of Language (usage as a subject of study, not as mechanics)

- Dialects
- Regional variations

Word Formations

- Compound words
- Derived words

See the relationship between sound and meaning as arbitrary.

See that words gain meaning from the context in which they are used.

Understand that language is a changing phenomenon.

Relation between Sound and Spelling (phoneme/graphemes)

GRAMMAR

Words

Structure words (determiners, prepositions, etc.)
Content words

Forms and meanings of nouns (single, plural, possessive; mass, count)
Forms and meanings of verbs and verb phrases (tense); verb types (be, linking, mid-verbs, transitives, intransitives)
Forms and meanings of adjectives and adverbs (degrees)

Sentences

Predication (subject, verb; relationship between words)
Complementation (verb, verb complement: object, direct object, predicate nominative)
Modification (adjective, adverb, appositive)
Substitution (pronouns--person, gender)

Imperative sentences
Interrogative sentences
Declarative sentences

Negation
Passives

Sentence-combining

Coordination
Subordination--i.e., sentence embedding by transforming sentences into words or phrases or clauses and then embedding them in another sentence.

Grades 7, 8, 9

FORM AND HANDWRITING

Use standard form prescribed by school, teacher, or manual adopted for this purpose.

Write legibly or type, and proofread own work.

MECHANICS

Use accurately punctuation skills of comma, period, apostrophe, question mark, exclamation point, quotation marks.

Use capital letters correctly.

SPELLING

Spell correctly and use in writing words identified from reading and listening.

Keep personal list of troublesome words.

Detect own incorrect spelling by proofreading.

REFERENCES

Use dictionary, know function of each part of the dictionary:

- Check spelling
- Use syllabication skills
- Accent right place
- Know diacritical markings
- Locate information

Know how to locate desired information.

Use Reader's Guide to Periodic Literature and similar guides.

Use thesaurus.

Grades 10, 11, 12

FORM AND HANDWRITING: As needed

MECHANICS: Instruction as needed, no formal drill

SPELLING: Continue and expand

REFERENCES: Continue and expand

Add

1. Understand International Phonetic Alphabet.

LITERATURE

TEACHER UNDERSTANDINGS

Hawaii's literature program embodies these distinctive considerations:

1. It has broad and general scope which is flexible enough to provide the classroom teacher with direction, but which permits him to make selections of materials and methods best adapted to his own student population.
2. It recognizes that the goals of the literature program are to provide impetus for a lifetime of reading for enjoyment, recognizing also that the everyday goal is that of gaining pleasure and wisdom.
3. It suggests a sequence in developing teaching strategies to examine the structure of literary genres or understand general themes.
4. It lends itself readily to adaptation; it builds on learnings in the elementary school.
5. It provides balance between instruction in reading literature and independent reading of self-selected material; between literature of the past as well as of the present; between literature of our culture and that of others.
6. It recognizes and utilizes supplementary reading materials as an integral part of the literature program, and further recognizes that there is available to each student quality reading material of particular interest and meaning to him at his stage of intellectual and emotional maturity.

7. It recognizes that the base of Western literature lies to a great extent in myths and legends and in the Bible, and so provides opportunities to study these as integral parts of the literature program.
8. It recognizes the inter-relationship of literature with other disciplines, particularly art, music, and social studies; but as a peer discipline, not as a handmaiden.
9. It recognizes that the author's intent is transmitted best in his original writing; therefore, translations must be selected with care. It further recognizes that works read in their entirety provide better insights than excerpted selections.
10. It recognizes the art of a piece of writing to be important; of lesser concerns are elements of geography, history, biography, and chronology.
11. It recognizes that there are distinct kinds of writing; that the style and structure of a piece of writing reveals the author's intent.
12. It recognizes that the library, school and classroom, is the heart of a good literature program.
13. It recognizes that carefully planned use of various media is effective in providing reinforcement in learning and appreciation.
14. It makes provisions for imaginative and personal writing as a way to indicate individual reactions to reading.

CONCEPTS FOR THE TEACHER

1. "A piece of literature. . . is a work of art, a significant theme given a shape. . . to study the theme without studying the (organic) form or to study the form without paying attention to the theme which the form shapes is not studying literature."[1]

   An understanding of structure enhances enjoyment and appreciation and is a product of enjoying and appreciating. The craft (of prose and poetry), in addition to elements of theme and form, contributes to the sense and meaning of the organic whole. Careful reading of a complete literary work provides these understandings.

2. Literature is an artistic verbal record of mankind's life, of the sense, meaning, and order of human experience, providing contact with the old and new in many different forms and cultures.

   Literature, therefore, includes writing for the very young and the more mature, writing of ancient Eastern cultures and recent Western civilizations. Artistic writing, which depicts universal concerns and values, which excites the imagination, and evokes an intellectual as well as a visceral response, constitutes material for study.

3. An effective literature program leads to an independent reading program for the individual student.

   The student-selected literature program reflecting his interests and goals can be as valuable as the teacher-prescribed program. Sympathetic guidance is a necessary concomitant to student selection.

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[1] Dorothy Petitt, "Organic Form: The Primary Concept to be Taught in Literature," The Changing Role of English Education, (Champaign: NCTE, 1965).

4. Contact and experience with literature is both real and vicarious.

   A response to literature can generate subtle insights and perceptions characteristic of imaginative writing. Interest and understanding which transcend time and place are desired outcomes of this kind of experience.

5. The thematic or generic arrangement of literary material provides the system for study of literature.

   The study of materials based on themes, or materials grouped under major genres, or a combination of the two, places appropriate emphasis on currently accepted objectives for the teaching of literature. Levels of difficulty throughout the grades can be increasingly accommodated by systematic spiraling.

GOALS

1. The development of a background which will provide lasting interest in reading,
2. An understanding of human experience which will provide for meaningful living in a society of pressures and changes: the individual man in relation to the universe, concept of humanistic, ethical, and moral values,
3. An appreciation of the craft of writing: author's intent, tone, point of view, diction; organic structure,
4. An awareness of the power and use of language: levels of meaning, usage, variations; metaphoric language.

OBJECTIVES FOR THE STUDENT

Grades 7, 8, 9

1. Learn reading skills of making inferences, detecting cause-effect relationships, making interpretations, developing vocabulary,

2. Identify the basic vocabulary of the writer's craft,

3. Identify tone and the speaking voice as the reflection of the author's point of view,

4. Develop sensitivity to secondary levels of meaning for increased comprehension and enjoyment in literature,

5. Understand techniques of characterization,

6. Learn the content of literature; to develop sensitivity to a good piece of writing; to learn to discriminate between quality literature and inferior writing,

7. Identify metaphoric language, humor, exaggeration, irony as related to the writer's intent,

8. Learn how literary devices are used to produce effect: onomatopoeia, alliteration, personification,

9. Learn literary allusions from the Bible, classical mythology, folklore and legends,

10. Study current and past non-fiction writing (essays, editorials, travel accounts, journals, humor, etc. of high literary quality), poetry, drama, and fiction,

11. Seek independent and voluntary reading of many kinds, for information as well as pleasure,

12. Understand that taste and interest in literature are developmental--they undergo changes with maturity, experience, and circumstance.

13. Develop awareness and understanding of the narrative and ideas in literature as they relate or are related to one's environment, culture, attitudes, or beliefs,

14. Understand that drama is a performing art.

OBJECTIVES FOR THE STUDENT

Grades 10, 11, 12

1. Understand structure of major literary genres,

2. Learn the inter-relatedness of aspects of fiction: plot, setting, character, theme, etc., and special techniques used in their presentation and development such as exaggeration and understatement, irony and satire,

3. Identify writer's point of view through significant passages or characters used by the author to project himself,

4. Understand abstract ideas and relate them to the concrete,

5. Understand that literature is the reflection and outpouring of a writer's most urgent thinking,

6. Understand how literature reflects the culture, current concerns, conflicts, philosophies of our own country as well as those of other countries,

7. Develop sensitivity to levels of meaning,

8. Recognize the artistry in the craft of writing, including the unities of time, place, action,

9. Learn how metaphoric language produces intellectual response to plot, character, tone,

10. Learn the form and intent of sophisticated modes and techniques: comedy, tragedy; inference, implication, juxtaposition, foils; irony, satire, humor,

11. Understand style and techniques as related to purpose: entertainment, narration, characterization, interpretation,

12. Identify, analyze, compare recurring themes in literature,

13. Learn the concept of protagonist and antagonist and their relative strengths or weaknesses as they determine outcome,

14. Understand methods used in conducting literary analysis: discussion, dialogue, comparison, contrast,

15. Establish priority or hierarchy of ideas in a piece of literature,

16. Seek independent and voluntary reading of many kinds, for information as well as pleasure.

SCOPE

The rapid expansion of school-based materials to accommodate a creative, purposeful, and individualized program to meet the needs of all students should be vigorously instituted. Works in their entirety, particularly novels, drama, and narrative poetry should receive appropriate attention. The literary anthology can continue to serve as a base for classroom operations as one of the many sources available to the student.

At all levels, and in all grades, a well-guided, independent reading program should be an active supplement to the literature program. The English department will further direct its efforts in identifying specific objectives and selections which will develop in the student an interest in reading in his adult life.

Grades 7, 8, 9

Each school will determine the appropriate grade level or organization for studying a selection and further decide, considering the capabilities of its teaching staff, readiness of the students, and availability and accessibility of materials and resources (including consultative), the depth to which emphases will be pursued.

Grades 10, 11, 12

These grades will continue those emphases begun earlier, engaging works of the same type but of increasing maturity and difficulty. Analysis of individual works for structure and rhetoric will be conducted in depth. Comparative study of themes, points of view, types and structure will be conducted.

SCOPE

SHORT STORIES AND NOVELS

(An understanding of style should emerge from study of the emphases listed below.)

Grades 7, 8, 9

EMPHASES

Structural relationships within genre

- Plot
- Setting
- Theme
- Character development
- Point of view:
  - Writer's attitude toward subject
  - Narrator's point of view

Sources of literary allusions

- Literature of the Bible
- Greek and Roman mythology
- Scandinavian mythology
- Oriental mythology and folklore
- Early American mythology and folklore

Humanistic values

- Ethical and moral concepts

SELECTIONS

From the Bible	Myths, legends, folklore
Animal stories	Young adult literature
Hawaiian folklore	People of other lands

INDEPENDENT STUDY

Self-selected materials

INTEGRATED WRITING ACTIVITIES

From topics emerging, or derived from, literature

Grades 10, 11, 12

EMPHASES

Additional stress on relationships between elements of plot, character, setting, theme

Depth study of others

Sources of literary allusions: as needed

Manipulation of language

- Metaphoric language
- Diction
- Sentence structure
- Use of literary techniques:

Irony	Imagery
Satire	Symbolism

Humanistic values

- Continue
- Artistic approach to literature
  - Interdependency among art forms

SELECTIONS

Mature fiction

Allegory

INDEPENDENT STUDY

Continue

INTEGRATED WRITING ACTIVITIES

Continue, including critical reviews

POETRY

(An understanding of style should emerge from study of the emphases listed below.)

Grades 7, 8, 9

EMPHASES

Enjoyment through oral reading

Interpretation

- Metaphoric language
- Imagery
- Connotation and denotation
- Literary techniques
  - Onomatopoeia
  - Alliteration
  - Symbolism

Literary modes

- Irony
- Satire
- Tragedy
- Comedy

Types of poetry

- Limerick
- Lyric
- Narrative, including ballads

Form of poetry

- Stanza
- Meter
- Stress
- Rhythm

SELECTIONS

- Poems dealing with nature
- Poems dealing with everyday experiences
- Poems based on action and theme
- Humorous verse
- Narrative verse: occasions and incidents

INDEPENDENT STUDY

Self-selected material to pursue personal interests

WRITING ACTIVITIES

- Imaginative writing (poetry)
- Explication

Grades 10, 11, 12

EMPHASES

Enjoyment through oral reading: continue

Interpretation: depth study

Literary modes: depth study

Types of poetry

- Epic
- Haiku
- Dramatic monologue
- Poetic drama
- Sonnets

Form of poetry: as needed

SELECTIONS

Add or expand:

- Modern poetry
- Oriental poetry

INDEPENDENT STUDY

Continue and expand

WRITING ACTIVITIES

- Continue
- Continue and expand

DRAMA

(An understanding of style should emerge from study of the emphases listed below.)

Grades 7, 8, 9

EMPHASES

Plan of the genre

- Art
- Scene
- Episode

Structure

- Plot
- Theme
- Setting
- Character development

Staging conventions

- Curtain
- Sets
- Aside
- Narrator

SELECTIONS

One-act plays of adolescent interest or current setting, primarily action-centered rather than theme-centered

INDEPENDENT READINGS

Self-selected materials

WRITING ACTIVITIES

Critical reviews of performances

Topics from reading and discussions

DRAMA EXPERIENCES

Attendance at or participation in live drama

Grades 10, 11, 12

EMPHASES

Relationship between plot, setting, character, point of view

Major types

- Comedy
- Tragedy
- Satire
- Combination of types

Dramatic conventions

- Chorus
- Soliloquy
- Aside
- Narrator

Literary modes

- Irony
- Satire

Dramatic criticism

Manipulation of language

- Metaphoric language
- Diction
- Syntax

SELECTIONS

Representative plays of England and America

Drama of our time

Shakespeare

Oriental drama

INDEPENDENT READINGS

Self-selected materials for further reading

Critics' comments and reviews

Readings in development of the theater

WRITING ACTIVITIES

Continue and expand

DRAMA EXPERIENCES

Continue

NON-FICTION

(An understanding of style should emerge from study of the emphases listed below.)

Grades 7, 8, 9

EMPHASES

Types

- Essay: narrative, informal, humorous
- Editorial
- Biography and autobiography
- Travel accounts, journals, diaries

Purpose and audience

Manipulation of language

- Diction
- Point of view
- Sentence structure

Humanistic values

- Concept of man in relation to his environment and people

SELECTIONS

From above types

INDEPENDENT READING PROGRAM

Self-selection to follow special interest or class assignments

WRITING ACTIVITIES

From topics emerging from, or suggested by, above readings

Criticisms

Grades 10, 11, 12

EMPHASES

Types: continue and add

- Social satire
- Formal essay
- Argumentative discourse
- Magazine articles

Purpose and audience: continue to examine

Reasons for current interest and popularity

Manipulation of language

Humanistic values: depth study

SELECTIONS

Continue and expand

INDEPENDENT READING PROGRAM

Continue and expand

WRITING ACTIVITIES

Continue and expand

END

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